R4800-2

EDUCATION WEEK

American Education's Newspaper of Record | Volume XI, Number 38 · June 10, 1992 | © 1992 Editorial Projects in Education / $3.00

Census Data Find More Are Falling Behind in School

Children More Diverse, Poorer, Figures Show

By Peter Schmidt

WASHINGTON—The nation's children were poorer, more diverse, and more likely to have fallen behind in school in 1990 than they were 10 years earlier, newly released data from the U.S. Census Bureau indicate.

While dropout rates appear to have declined during the 1980's, a study released Friday by the Census Bureau reports that the percentage of children who fell behind in school by at least one grade level increased significantly during the 10-year period.

The data on grade-level attainment by age also reveal that a disproportionate percentage of blacks and Hispanics fell behind in school.

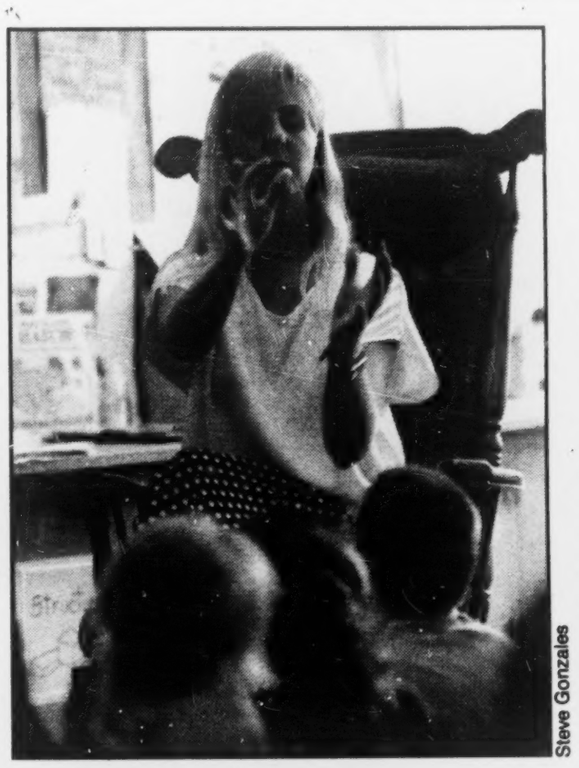
Demographers and education experts said last week that the Census Bureau's findings reflect a decade of heavy immigration and economic upheaval that left society, including its young people, more stratified by almost every measure.

In few places was the impact of demographic change and educational disparity more apparent than in Washington.

The District of Columbia ranked first in the nation in the percentage of residents over the age of 25 with at least a bachelor's degree, 33 percent. At the same time, however, it tied with Arkansas as having the nation's fifth-highest child-poverty rate: a quarter of all children under 18.

Washington ranked sixth, at 14 percent, in terms of the proportion of teenagers between 16 and 19 counted as high-school dropouts, and also ranked high in terms of the percentage of residents who were foreign-born, spoke a language other than English at home, and characterized them-

Continued on Page 9



Steve Gonzales

From her rocking chair, Tanya Rosencrantz leads a 2nd-grade science class in Kansas City, Kan., in a discussion about acid rain.

RJR Nabisco Lays $30-Million Bet On 'Bottom Up' Reform Strategy

By Meg Sommerfeld

KANSAS CITY, KAN.—"What is a hypothesis?" Tanya Rosencrantz asks a group of 2nd graders sprawled on a carpet in front of her.

Hands go up everywhere, some eagerly, some tentatively. With the gentle prompting of Ms. Rosencrantz, a substitute teacher, the pupils at the New Stanley Elementary School here define "hypothesis," then suggest a set of predictions for an upcoming ecology experiment.

"If they're not true, that's O.K., too," Ms. Rosencrantz explains to the class, "because then we can find out what's making our predictions not true."

What these young scholars may not realize is that their daily lessons are helping to test the predictions anchoring RJR Nabisco Inc.'s multimillion-dollar experiment in education reform.

In 1989, the snack-food and cigarette maker unveiled a three-year, $30-million grant competition to encourage public schools to redesign themselves into "model schools of the future." *(See Education Week, Nov. 1, 1989)*

New Stanley was one of 15 winners in the first round of the "Next Century Schools" contest in 1990. Since then, 29 more schools have won the three-year grants of up to $750,000 each.

The progress of RJR Nabisco's endeavor, believed to be the largest corporate program of cash grants to individual public schools, is drawing close scrutiny from educators and business executives alike. Many observers regard the program as a prototype for the New American Schools Development Corporation, the private organization set up last year at the re-

Continued on Page 10

To Sell Vision of Student Mastery, Oregon Fights Finances, Skepticism

By Lynn Olson

LINCOLN CITY, ORE.—Norma S. Paulus, Oregon's feisty superintendent of public instruction, has come to this coastal community to sell an audience composed largely of senior citizens on one of the most ambitious school-reform efforts in the country.

By national standards, Oregon's "best and brightest children" are the equals of anyone, Ms. Paulus explains at the community center here. "The problem is that the national average is a joke."

When compared with students in other industrialized nations, she warns, American youngsters "are almost dead last" in mathematics and science performance.

Worse still, she continues in the measured tones of a doctor bearing bad tidings, approximately 25 percent of Oregon students never complete high school. Of the 55 percent who go on to postsecondary education, 30 percent drop out in the first year. Too many children leave school unprepared for either advanced academic study or work, she contends.

"People don't have a really good picture of what's happening to children in this state or how it's going to impact their lives if their neighbor's child isn't taken care of," she cautions.

But the implications are obvious. While economists estimate that it takes four wage earners to support one senior citizen, Oregon is already down to two young people for

Continued on Page 16

Downsized Military Curtails Job Options For Some Graduates

By Millicent Lawton

The drastic downsizing of the U.S. military, combined with higher absolute standards for recruits on tests and other measures, is curtailing job opportunities for thousands of high-school graduates who had looked to the armed forces as an accessible route to advancement.

The decrease in openings, particularly in the Army, will have an especially profound impact on young blacks, a number of observers predict. They note that blacks have joined the military in disproportionate numbers, finding it a relatively color-blind employer to which they are more likely than whites to devote their careers.

The military has also been an important source of educational aid for young people who cannot afford to enter college right after high school.

"I think it's catastrophic for the minority community especially," Charlie C. Moskos, a professor of sociology at Northwestern University, said of the shrinking pool of military jobs.

The armed forces traditionally have been "an avenue of upward mobility for young people from poor backgrounds," which also had enough middle-class mem-

Continued on Page 8

Keyboard Helps Autistic Youths Find Their Voices, Advocates Say

By Debra Viadero

WINCHESTER, VA.—The tall, lanky 17-year-old burst into Julie R. Hunt's office here at a branch of the Grafton School and began to rock back and forth. He put his hand to his mouth and bent over. He seemed to want to talk, but no words came out.

"We'll talk to you later, Bernard," Ms. Hunt, a speech therapist at the school, told the boy. Bernard did not move.

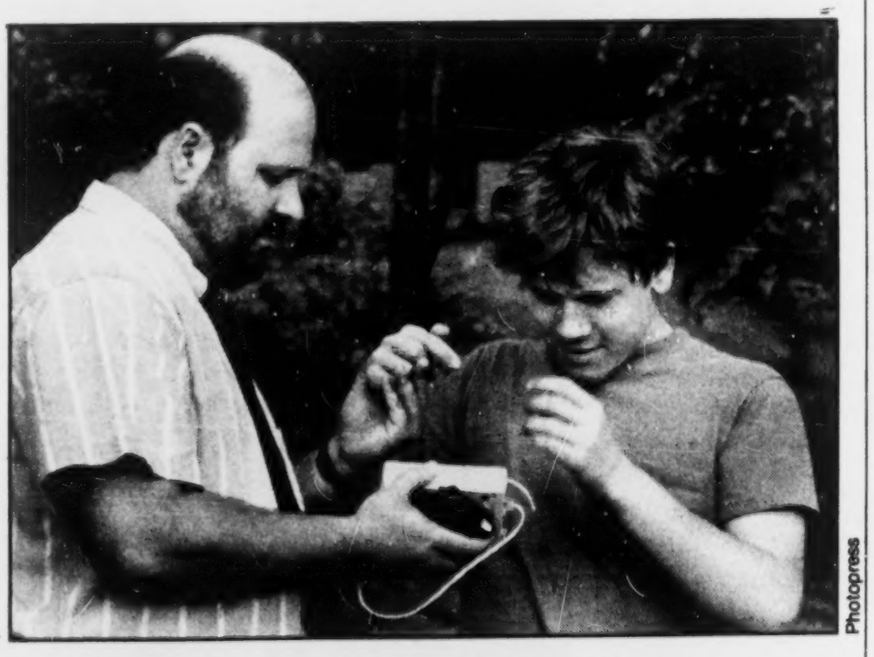
"You have to go now," Ms. Hunt said and then, finally, gently led him out of the office, saying, "We'll come and find you later."

The educators and psychologists who have examined Bernard over the dozen or more years he has lived at this private, residential school for severely disabled children have labeled him autistic or at least autistic-like.

Until recently, his only means of communication have been three hand signals. He could make rough approximations of the manual signs for "please," "bathroom," and "help." Psychologists have measured his I.Q. to be less than 25.

Bernard's seeming reluctance to leave Ms. Hunt's small closet of an office was understandable, however. It was here, more than a year ago, that Bernard found the voice he never had, first by point-

Continued on Page 12



Photopress

Gene Brashear, left, a teacher at the Grafton School, helps Kenny, a student, type a message on his Canon Communicator.

Also in the news

19 **Advancing the Arts**
An effort is launched to develop national standards for student achievement in dance, theater, the visual arts, and music.

IN SUMMARY

Exploring New Worlds
A national survey finds that state education departments have great interest in, but little funding for, expanded school programs in international studies. **Page 4.**

Satellite Success
A nonprofit education telecommunications corporation says it is now set to begin beaming satellite-delivered educational programs to schools by early August. **Page 4.**

Sexism in Schools
Sexist behavior in secondary-school classrooms extends not only into coeducational environments but to boys' and girls' schools as well, a University of Michigan study has found. **Page 5.**

Gaining Confidence
A series of institutes sponsored by the College Board helped teachers and counselors become more confident of the abilities of their minority students, according to a report. **Page 5.**

A Record for California Schools
California voters have approved the largest school-bond issue in state history, a $1.9-billion plan that school officials say will begin to make a dent in the state's backlog of building projects. **Page 13.**

Bay State Reforms
After months of fruitless talks with legislators and business leaders, Gov. William F. Weld of Massachusetts last week submitted his own package of education reforms. **Page 14.**

Politicizing NAEP?
By prematurely discussing new national reading-test data, President Bush apparently violated a policy meant to ensure that the release of such data will be nonpolitical. **Page 19.**

Appointments	24
Ballot Box	20
Capital Update	21
Commentary	22 and 32
Deadlines	24
Events	25
Federal File	19
Focus On: Teachers	6
Grants	25
Legislative Update	14
Letters	23
Marketplace	26
Publishing	22
State Journal	13

EDUCATION WEEK (ISSN 0277-4232) is published 40 times per year (weekly except for the first week in January, the last week in June, the month of July, the last three weeks in August, and the last two weeks in December) by Editorial Projects in Education, Incorporated. Editorial and advertising sales offices are located at 4301 Connecticut Ave., N.W., Suite 250, Washington, D.C. 20008. (202) 364-4114. Subscriptions: U.S.: $59.94 for 40 issues. Canada: $82.94 for 40 issues. Foreign: $124.94 (airmail) and $92.94 (surface mail) for 40 issues. Second-class postage paid at Washington, D.C., and at additional mailing offices. POSTMASTER: Send address changes to EDUCATION WEEK, P.O. Box 2083, Marion, Ohio 43305. Volume XI, Issue 38. (USPS# 599-870)

ACROSS THE NATION

NATIONAL

Survey Finds Interest in Math Among Students in All-Girls Schools

Fourth graders enrolled in all-girls schools most often cite mathematics as their favorite subject, according to a recent survey by the National Coalition of Girls Schools.

Forty-three percent of the 500 4th graders surveyed said math was their preferred subject, while English won 29 percent of the votes.

In addition to the survey of 4th graders, the N.C.G.S. also polled 700 graduating seniors at its member schools, and found that 48 percent intend to pursue math, science, business, or engineering degrees in college.

That figure is almost double the national average of 27.2 percent of young women who expressed those goals in a 1991 report on American freshmen by the Higher Education Research Institute at the University of California at Los Angeles, said Wendy Schwimmer, a spokesman for N.C.G.S. The association represents 22,000 girls in 60 public and private schools nationwide.

The survey results show that students attending all-girls schools maintain throughout high school their interest in math and science, association officials said. Educators often find that girls begin to lose interest in those subjects in junior high and high school.

"The inclusive environment of girls schools helps boost the self-esteem and expectations of young women at a critical time in their lives," Mary Lou Leipheimer, a co-chair of the N.C.G.S., said in a statement. ■

The Model Metropolis

In Brockton, Mass., more than 500 area students have been learning to express themselves through architecture.

The students, mostly 6th graders, recently constructed a large-scale model city with roads, trees, buildings, and people for a "kid generated" art exhibit at the Fuller Museum of Art.

"You really got the feeling of being in the city," says Linda Keating, the Fuller's education director.

The exhibit, entitled "My City, Myself—A Work in Progress," was the result of a collaboration between the Brockton art museum and two local elementary schools.

The museum supplied wooden panels, paint, cubes, rectangular blocks, and other materials, Ms. Keating says, and museum staff members took students on field trips into the city to learn about architecture and the ways cities and buildings relate to people.

"Architecture is everywhere, and it is art," Ms. Keating notes.

Ms. Keating says the museum's staff tries to supplement school arts programs each year. Because of tight district budgets, the staff wants "to keep kids working with art, even through the difficult times," she says. —L.D.

STATES

Colorado Students Fare Well On International Math, Science Test

Thirteen-year-old Colorado students perform as well in mathematics and science as their peers in 19 foreign countries, the results of the most recent international assessment of student performance in math and science suggest.

The comparison of a students' scores in a single state with those of foreign students on the second International Assessment of Educational Progress is unusual because, while students in individual districts across the United States took the test, only in Colorado did students participate statewide.

Roughly 8,900 of the state's 9-year-old public-school students and 6,600 of its 13-year-olds took the test in March 1991.

While all of the 20 participating countries administered the test to 13-year-olds, only 14 tested 9-year-olds.

The test results, released by the state education department last week, indicate that, over all, 13-year-olds answered an average of 58 percent of the math questions correctly, while the average for Colorado teenagers was 57 percent correct. The U.S. average was 55 percent.

On the science test, meanwhile, 13-year-olds over all answered an average of 67 percent of the questions correctly, compared with the Colorado average of 70 percent. The U.S. average was also 67 percent.

Among Colorado students, males in the 13-year-old cohort scored higher than did females in both math and science.

Average scores among Colorado students generally were much lower for Native American, African-American, and Hispanic students as well as for students who attended schools in the inner city.

■ **A State Superior Court judge in San Francisco last month struck down a California law that would have required unmarried teenagers to obtain the consent of a parent or judge before having an abortion.**

The law, which was adopted in 1987 but never enforced due to court appeals, applied to girls under the age of 18. Under the law, the teenager needed to gain the consent of at least one parent to obtain an abortion, or to convince a judge that she was mature enough to make the decision on her own.

Similar statutes have been upheld in other states. ■

DISTRICTS

St. Louis District Fires Staff, Closes Schools To Erase Budget Gap

As a result of a projected $38-million budget shortfall, officials of the St. Louis public schools have laid off 295 employees, including 80 teachers.

The St. Louis Board of Education voted late last month to eliminate a total of 457 positions, ranging from administrative to clerical jobs. In addition to the layoffs, 162 positions were eliminated through retirements and resignations.

In conjunction with the staff cutbacks, effective July 1, the district will close 10 of its 123 schools, including 2 high schools, 2 middle schools, and 6 elementary schools.

The personnel reductions will save the district approximately $22 million, according to a school spokesman. The remainder of the $16-million deficit was eliminated through the school closings, other program cuts, and the deferment of purchases of supplies, library materials, and computer equipment.

■ **The insurers of two suburban Milwaukee school districts cannot refuse to pay the district's legal costs associated with a desegregation suit,** the Wisconsin Supreme Court has ruled.

In a decision issued late last month, the court ruled 4 to 3 that three insurance companies that had policies with the Shorewood and Greenfield school districts must pay lawyers' fees and other district costs connected with the case.

The state high court returned the case to the Milwaukee County Circuit Court to determine what share of the costs the insurance companies must pay.

Wausau Insurance Company, Continental Casualty Company, and U.S. Fire Insurance Company had argued that they were not liable to pay damages related to desegregation.

The districts sued the companies, claiming a total of more than $714,000 in costs, including about $663,000 in lawyers' fees, in connection with the 1984 desegregation suit involving Milwaukee and its suburbs.

■ **Two New York City school custodians and two of their friends were arrested late last month and charged with selling handguns on or near school property.**

Joseph Stiff, 35, and Travis Walker, 24, both custodial workers at Prospect Heights High School and Intermediate School 61 in Crown Heights in Brooklyn, were arrested by plainclothes policemen posing as customers.

Along with two of their friends, the janitors were charged with criminal sale and possession of firearms, according to the police.

The investigation, a collaboration between the city's firearms task force and the board of education, began last June following an anonymous tip. Police spent $7,000 to buy 25 weapons in the past several months, culminating with last month's arrest.

Sgt. Edelle James, a police spokesman, said that no students were ever involved in the purchases, which usually took place at night.

Bess Reynolds, the superintendent of Brooklyn School District 17, said she was "certain" that steps had been taken to increase school-security measures, but could not elaborate.

■ **Mayor Richard M. Daley has nominated three new members to serve on the Chicago Board of Education and has reappointed two existing members.**

In making his selections, the Mayor ousted three board members: Anna Mustafa, Grady Bailey Jr., and Patricia Daley. Mr. Bailey and Ms. Daley, who is not related to the Mayor, had been outspoken critics of Superintendent Ted D. Kimbrough's policies.

To replace them, the Mayor nominated Charles E. Curtis Sr., a mortgage broker, James D. Flanagan, a banker, and John Valinote, a manager for the International Business Machines Corporation. The selections must be confirmed by the city council.

Mayor Daley also reappointed Clinton

Bristow Jr., the board's president, and Bertha Magana, a lawyer, to serve new terms.

Shortly after Mr. Daley made his decisions, however, the board of education ousted Mr. Bristow as president and elected Florence B. Cox to the post. Mr. Bristow will continue to serve out his term on the board.

The vote was seen as a repudiation of the Mayor, because he had praised Mr. Bristow's leadership in reappointing him.

■ **Cleveland school officials have dropped their investigation of a major computer supplier after a district administrator recanted allegations that contracts with the company had been forged.**

The district instead has moved to demote the administrator, who claimed he made the forgery allegations for fear of losing his job after signing for millions of dollars worth of computer equipment without prior school-board approval, according to Juanita Bryant, the district's director of community relations.

The board had come under fire for narrowly approving a $4.2-million contract with Digital Equipment Corporation despite the fact that the equipment had already been delivered, without direct board authorization, in a transaction that the district still had under investigation.

Since the incident, the board has moved to draw up procedures to prevent any transactions from taking place without its approval, Ms. Bryant said.

■ **California officials have appointed an administrator to supervise the Coachella Valley Unified School District after approving a recent $7.3-million emergency loan to the school system.**

State Superintendent of Public Instruction Bill Honig appointed Andy Viscovich as the state administrator after the position drew 40 applicants. The state will assume all legal powers of the local school board, which will serve in an advisory capacity to Mr. Viscovich.

The loan, needed to balance the district's $37-million budget, must be repaid after 10 years. Mr. Honig said he has been encouraged by the district's initial steps toward solvency. He expressed confidence that Mr. Viscovich, a former superintendent, will implement a sound recovery plan.

■ **A private foundation in Oklahoma will underwrite the development of a "hands on" science museum in Tulsa that is designed to foster interest in the physical sciences among the state's elementary- and middle-school students.**

The trustees of the Tulsa-based Pearl M. and Julia J. Harmon Foundation announced late last month that the foundation will spend $1.5 million to build the first phase of the project on a four-acre downtown property that is part of a failed savings and loan's portfolio.

Construction is scheduled to begin in the fall, once the tract, which is adjacent to Tulsa's Roman Catholic diocesan high school, is rezoned.

The museum will be wholly funded by the foundation, which will subsidize its educational use to ensure access for children in economically distressed areas.

George L. Hangs Jr., the foundation's secretary, said the trustees will employ an advisory committee of educators to ensure that exhibits, some of which may be privately funded, are compatible with the science curricula of local school districts.

Cathey Frederick, a trustee and the principal of a local elementary magnet school, added that the museum budget also includes money to develop curriculum materials with which teachers can prepare students to take fullest advantage of museum visits.

■ **An Arizona court has denied a Phoenix boy's bid for a preliminary injunction that would have prevented the Osborn school district from enforcing a ban on sports-team T-shirts officials believe are related to gang activity.**

Maricopa County Superior Court Judge Barbara A. Rodriguez denied the injunction late last month, saying that "the safety of students and the curtailment of gang activity" provided a "rational basis" for the banning of T-shirts bearing the logos of several sports teams.

The case was brought on behalf of 12-year-old Joey Burton, an Osborn Middle School 7th grader who was sent home from school May 12 after wearing a T-shirt decorated with a rendering of Michael Jordan, the Chicago Bulls basketball player, according to the boy's lawyer, Gary Peter Klahr.

Joey, whom Mr. Klahr described as an honor-roll student and athlete who is not involved in gangs, maintains that the school-board policy violates his constitutional rights of free speech and expression.

"The kids do not commit gang activities because they wear these shirts," he said, adding that the court decision was "outrageous."

The T-shirt policy is "nonsense," said Mr. Klahr, who is also a member of the Phoenix Union High School District board.

The Osborn school board instituted the policy in April, prohibiting students from wearing the logos of the Chicago Bulls, Cubs, and White Sox; the Los Angeles Kings and Raiders; the Oakland Athletics; and the Georgetown University Hoyas.

Mr. Klahr said last week that unless the school district negotiates a resolution to the situation, he will file an appeal with the state court of appeals.

■ **Over the protests of anti-abortion parents, the Wallingford (Conn.) Board of Education voted late last month to allow Planned Parenthood instructors to continue teaching classes as part of the district's "family life" curriculum.**

Planned Parenthood staff members have taught middle-school classes on puberty, sexually transmitted diseases, and birth control for about eight years in Wallingford.

The group, which offers similar classes in other Connecticut communities, is one of four organizations the school system has brought in to teach the family-life curriculum. But only Planned Parenthood has been subject to community opposition.

About 94 percent of the district's middle-school students attend the classes, which require parental permission slips. ■

DIMENSIONS

Student Honesty

Most high-school students admit to cheating occasionally on tests, and even to forging their parents' signatures on school-related documents, but would balk at hiring someone to take their college-entrance examinations for them, according to a recent survey.

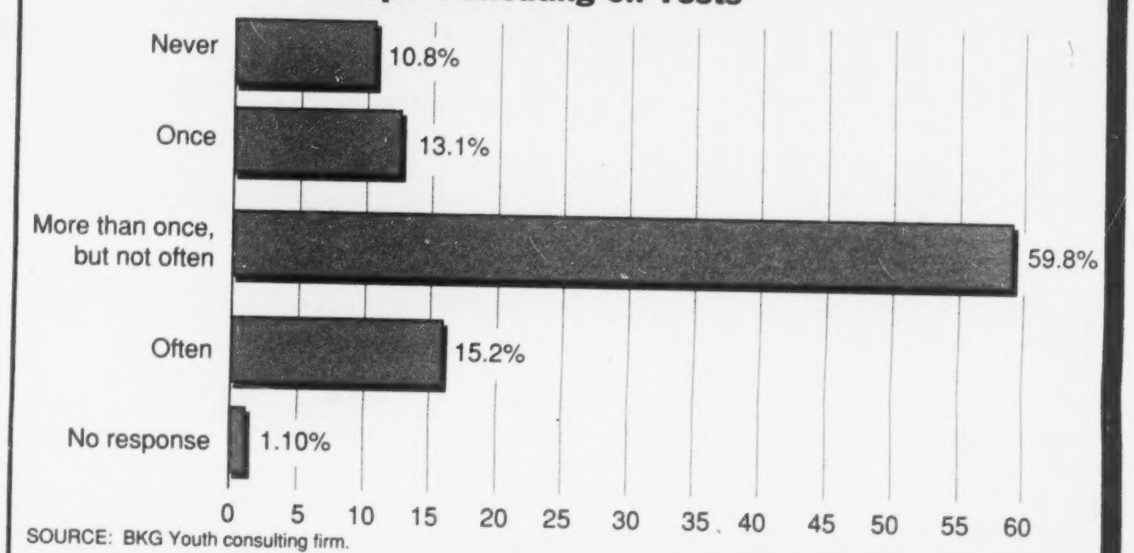
BKG Youth, a New York-based market-consulting firm, recently surveyed 10,000 students from 100 public and private high schools nationwide on a wide range of concerns, including school issues. The firm then analyzed a random sample of 2,500 reponses.

Nearly 60 percent of those surveyed said they occasionally cheat, with fewer than 11 percent saying they never cheated. Nearly 54 percent had forged a parent's signature on an absence note or other school document. But some 75 percent said they would not pay someone to take their college-entrance tests, even if they knew they would not get caught.

In other areas, nearly one-third said they never read for pleasure, three-quarters said they were receiving a good education, and more than two-thirds opposed mandatory community-service requirements in schools.

More information is available from BKG Youth, 71 Broadway, 8th Floor, New York, N.Y. 10006; telephone (212) 809-5900.

How Often High-School Students Report Cheating on Tests



SOURCE: BKG Youth consulting firm.

UPDATE

■ **A national gathering of mathematics educators later this month will lay the groundwork for preparing students to use graphing calculators on the Advanced Placement calculus test,** an innovation expected to begin in 1995.

Under the direction of John Kenelly, Clemson University's Alumni Distinguished Professor of Mathematics, the 250 teachers who gather for two days in mid-June to score this year's tests will remain on the South Carolina campus to receive instruction from 18 "lead teachers" on how to use the machines to replace pencil-and-paper calculations.

The College Board, which administers the national examination, supports the project and is considering allowing students to use the devices on the examination, Mr. Kenelly said.

"This is not training on how to use a calculator," he said. "This is an educational experience [about] how mathematics must change to reflect a new, technological era."

Supported by a four-year, $900,000 grant from the National Science Foundation, the Clemson project is designed to build a network of trained teachers over the next three years who will in turn train the approximately 7,000 A.P. calculus teachers to use the machines.

Graphing calculators—hand-held machines with roughly the same power as the earliest microcomputers—allow students to plot functions on a built-in screen. Researchers at Ohio State University have been actively building a national cadre of teachers dedicated to their use. *(See Education Week, April 10, 1991.)*

■ **A California Superior Court judge last week refused to temporarily ban the Channel One in-school news program from the San Jose public schools.**

Ruling in a suit brought by Superintendent of Public Instruction Bill Honig and the state PTA, Judge Jeremy Fogel declined to issue a preliminary injunction barring the use of the program in San Jose's East Side Union High School District. The judge said that since the school year is nearly over, he saw no immediate need to act on the suit.

Mr. Honig and the parent-teacher group sued the district in December, charging that its contract with Whittle Communications violates the state constitution and contract laws. *(See Education Week, Jan. 8, 1991.)* They sought both temporary and permanent injunctions against use of the program.

Judge Fogel set a hearing for Sept. 2 to hear testimony in the case.

The district has been showing Channel One to students since 1990 in defiance of Mr. Honig's statewide ban on the Whittle program. ■

PEOPLE

■ **Bernard R. Gifford,** the former dean of the school of education at the University of California at Berkeley who left academia to head the education division of Apple Computer Inc., has returned to the university.

Mr. Gifford, who announced early this year that he would be leaving Apple, is currently on sabbatical from the education school; he plans to return to teaching at the school in January.

William Keegan, an Apple spokesman, said Mr. Gifford announced his intention to undertake several projects after leaving the company, including working on a book about technology in education and fulfilling several commitments to Apple.

In addition to lecturing, Mr. Gifford will also continue to write a series of paid columns on technology in education that appear regularly in *Education Week*.

■ A New York City teacher who ended a black boycott of a Korean grocery store two years ago now says he is jobless and destitute.

Fred McCray, a teacher at Erasmus High School in 1990, took his students to lunch at a Korean-owned delicatessen that was being boycotted for alleged discrimination against black customers. Mr. McCray, who is black, gained national attention for the incident, but also received death threats and was transferred to another school.

He told the *New York Post* that he has been living in poverty since the board of education placed him on unpaid leave in January, after denying his request for a health-related paid sabbatical for which he was not eligible.

Teachers' union officials last week said they were trying to reach the former teacher to offer assistance. ■

Continued from Preceding Page

er for the common goal" of a strong education for young people.

For students at Chaffey High School in Ontario, Calif., decisions about whether to pursue a military career "are made much earlier"—often as soon as the 9th grade—because of the military's greater selectivity, according to Bob Godinez, a counselor there.

In his school, which is 42 percent Hispanic and 15 percent black, Mr. Godinez said he has not seen minority-group students miss out on military opportunities because of the tighter standards.

Students at Chaffey take the Armed Services Vocational Aptitude Battery by the 10th grade, allowing plenty of time to improve a deficient score, Mr. Godinez said.

'Affects All Walks of Life'

The armed forces are still recruiting minority-group members, including blacks, in proportions comparable to the past, Colonel Hart of the Defense Department said.

The downsizing and greater selectivity "affect all walks of life," Colonel Hart said.

But he acknowledged that minority enlistment "has dropped a bit in the last couple of years."

In the Army, blacks made up 28.6 percent of accessions in 1980, 25.3 percent in 1990, and 20.5 percent last year, statistics show.

Mr. Moskos of Northwestern University sees the increasing importance of high A.F.Q.T. scores in the recruitment process as a formidable barrier to many blacks.

Even blacks who hold high-school diplomas, he said, generally score below white diploma-holders on the test, because blacks nationally are more likely to attend weak schools.

Figures provided by Sergeant Waters, the Florence, Ala., recruiter, show sizable differences in A.F.Q.T. scores by race.

National averages across the four military services, Sergeant Waters said, show that in 1990, 75.1 percent of whites scored in the top half on the A.F.Q.T., while just 17.4 percent of blacks did so.

Last year, the percentage of whites scoring at 50 or above on the test was slightly higher—76.9 percent—and that of blacks slightly lower—15.3 percent, Sergeant Waters said.

Broader Consequences

The reduction in armed-forces jobs, Mr. Wilson of the American Council on Education suggested, will have a more significant long-term effect on blacks because minorities are more likely than whites to make a career of the military.

Sixty-two percent of the blacks in the Army re-enlist, compared with 38 percent of the whites, Mr. Wilson said, citing data from the Joint Center for Political and Economic Studies, a Washington think tank.

Blacks' greater long-term commitment occurs in part, Mr. Wilson said, because blacks—especially those with just a high-school education—view their prospects in the military as far better than in the civilian world.

Both Mr. Wilson and Mr. Moskos warned of the possible broader ramifications of fewer opportunities in the military.

The leaner armed forces, Mr. Moskos predicted, will be a "contributing factor in the growth of the underclass" in the United States.

Mr. Wilson added: "I'm not sure what these young people are going to do but enter the marginal economy or the drug economy."

Census Shows More Children Lag Behind in School

Continued from Page 1

selves as not speaking English very well.

"Virtually everything is declining at the center," Harold L. Hodgkinson, the director of the Center for Demographic Policy at the Institute for Educational Leadership, said in an interview last week.

"This set of changes has not been at the center, but at the extremes," Mr. Hodgkinson added, asserting that the census reveals "changes in the nature of youth" that many education-reform initiatives "are not touching at all."

On the brighter side, however, the Census Bureau found that the proportion of Americans over the age of 25 with at least a high-school diploma increased to 75 percent in 1990, compared with about 67 percent a decade earlier.

In addition, data from the 1990 Census indicate, the proportion of people over 25 with at least a bachelor's degree rose from 16 percent in 1980 to 20 percent in 1990.

Findings reflect decade of economic upheaval, immigration.

School-Enrollment Figures

The grade-level figures by age were included in an annual report on school enrollment issued by the Census Bureau last week.

The report, based on October 1990 survey data collected separately from that gathered for the 1990 Census, found that 35 percent of the nation's students were either enrolled below their appropriate grade level or had dropped out of school by the ages of 15 to 17.

About 48 percent of blacks and 49 percent of Hispanics in the 15-17 age bracket had fallen behind or dropped out, compared with 32 percent of whites, the survey found.

All three groups started out at about the same place, with 22 percent of those ages 6 to 8 enrolled below their appropriate grade level.

As the children moved into the 9-11 age group, however, the rate of enrollment below a student's appropriate grade level increased 14 percentage points for Hispanics, 11 percentage points for blacks, and just 5 percentage points for whites.

"Blacks and Hispanics fall behind much faster and stay behind," Robert Kominski, the chief of the education and social-stratification branch of the Census Bureau, said in an interview last week.

The report also highlighted differences in the kind of education afforded to various categories of children early in their school careers.

Only 49 percent of Hispanic children ages 3 to 5 attended nursery school or kindergarten, compared with 60 percent of whites and 57.8 percent of blacks.

Family income also played a significant role in determining whether and where children were enrolled in nursery school, Mr. Kominski said.

Among 3- and 4-year-olds, 30 percent of those from families earning less than $20,000 a year, 38 percent from families earning $20,000 to $39,999, and 59 percent of those from families earning at least $40,000 were enrolled in nursery schools.

Mr. Kominski noted, however, that he had not determined the degree to which such enrollment differences reflected an ability to pay or the likelihood that both parents in a given family were working and needed child-care services.

While 66 percent of families earning less than $20,000 enrolled their children in a public nursery school, just 15 percent from families earning at least $40,000 used such facilities.

Child-Poverty Data

The lastest figures on child poverty were included in a bureau report on the 1990 Census released late last month.

For children under 18, the poverty rate rose to nearly 18 percent in 1989, compared with 16 percent 10 years earlier; the family-poverty rate, meanwhile, rose from 9.6 percent to 10 percent.

Single women with children appear to have been among the hardest hit. Their poverty rate rose from 40 percent in 1979 to 42 percent in 1989. The poverty rate for single women with children under 6 increased from 56 percent to 57.4 percent.

"There is really an enormous problem with single parents raising children just about at the poverty line," Mr. Hodgkinson said, noting that most single mothers have incomes within about $400 of the federally designated poverty level.

During the past decade, the number of families with children headed by single women rose from about 5.5 million to 6.7 million, and the percentage of families with children headed by single women rose from about 17 percent to 20 percent.

Foreign-Born Residents

The report on the 1990 Census also documented the fact that immigration had a greater impact on the nation during the 1980's than in any other decade since the turn of the century.

Jeffrey S. Passel, the director of the immigration-research program at the Urban Institute, noted last week that the number of foreign-born people living in the United States is now at an all-time high of 19.8 million, or about 7.9 percent of the population.

In 1979, by contrast, foreign-born residents numbered about 14 million and accounted for 6 percent of the people living here.

The foreign origins and American destinations of immigrants have also changed significantly in recent decades, observed Mr. Passel, noting that he was also drawing from his own research.

While two-thirds of the immigrants of the 1950's came from Europe and Canada, during the past decade, 80 percent to 90 percent of the immigrants came from Asia and Latin America.

While previous immigration waves tended to hit New York City and other destinations on the East Coast, many immigrants of the past decade headed instead to California, Texas, and Florida, helping those three states account for about half of the nation's growth.

In the most recent census, foreign-born persons account for at least 9 percent of the residents in Texas, Massachusetts, Rhode Island, and the District of Columbia; nearly 13 percent of the residents in Florida and New Jersey; nearly 15 percent in Hawaii; 16 percent in New York; and nearly 22 percent in California.

Peter A. Morrison, a demographer at the RAND Corporation in Santa Monica, Calif., noted that recent influxes of immigrants in the Los Angeles and Central Valley areas have prompted officials to project that public-school enrollments will increase 4 percent a year over the next decade.

The data also indicate that more than 10 percent of residents over the age of 5 speak a language other than English at home, and that one-quarter to one-half of the members of such households do not speak English very well.

Language barriers often appeared to extend to future generations as well.

In Texas, for example, about 25 percent of residents over age 5—more than double the state's percentage of foreign-born residents—spoke a language other than English at home; of those, almost 45 percent reported that they did not speak English very well.

Poverty as Predictor

While states with large non-English-speaking populations tended to have fairly high child-poverty rates, they nonetheless were at about the national average—or 75 percent—in terms of the proportion of residents over the age of 25 who had graduated from high school.

Poverty alone seemed to be a far stronger predictor of academic failure.

Alabama, Arkansas, Kentucky, Mississippi, and West Virginia, which had the nation's proportionately smallest foreign-born populations, about 1 percent or less, each were also the five states with the smallest percentages of high-school graduates, with 64 percent to 67 percent of their residents over the age of 25 having earned a high-school diploma.

Of these states, Mississippi had the nation's highest poverty rate for children under 18, about 33 percent, and all easily ranked among the worst-off 10, with at least 24 percent of their children living in poverty.

On the other end of the spectrum, Connecticut and Maryland ranked first and second among the states with the lowest child-poverty rates, at 10.4 percent and 10.9 percent, respectively.

And the two states placed second and fifth, respectively, in the proportion of residents over the age of 25 who had earned a bachelor's degree, each counting more than a quarter of their residents in these ranks.

Selected Economic and Social Characteristics Drawn From the 1990 Census

Residence	
Total Population	248,709,873
Percent urban	75.2%
Percent rural	24.8%
School Enrollment	
Persons 3 years and over enrolled in school	64,987,101
Preprimary school	4,503,285
Elementary or high school	42,566,788
Percent in private school	9.8%
College	17,917,028
Educational Attainment	
Persons 25 years and over	158,868,436
Less than 9th grade	16,502,211
9th to 12th grade, no diploma	22,841,507
High-school graduate	47,642,763
Some college, no degree	29,779,777
Associate degree	9,791,925
Bachelor's degree	20,832,567
Graduate or professional degree	11,477,686
Percent high-school graduate or higher	75.2%
Percent bachelor's degree or higher	20.3%
Nativity and Place of Birth	
Native population	228,942,557
Foreign-born population	19,767,316
Entered U.S. 1980 to 1990	8,663,627
Language Spoken at Home	
Persons 5 years and over	230,445,777
Language other than English	31,844,979
Spanish	17,345,064
Asian or Pacific Island language	4,471,621
Labor Force Status	
Persons 16 to 19 years	14,315,448
Not enrolled in school and not high-school graduate	1,605,494
Employed in armed forces	649,184
Unemployed	274,320
Not in labor force	681,990
Poverty Status in 1989	
Persons below poverty level	31,742,862
Percent all persons below poverty level	13.1%
Related children under 18 years	17.9%
Related children under 5 years	20.1%
Related children 5 to 17 years	17.0%
Percent all families below poverty level	10.0%
With related children under 18 years	14.9%
With related children under 5 years	18.3%
Percent female-householder families	31.1%
With related children under 18 years	42.3%
With related children under 5 years	57.4%

SOURCE: U.S. Census Bureau.